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ABSTRACT

This content analysis schedule for the St. Martin Parish Bilingual Program of St. Martinville, Louisiana, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts included in this schedule, which has been verified, are an evaluation design and information on instructional program, such as tests to determine French/English dominance. (SK)

ED 080015

Project # 321

St. Martinville, Louisiana

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design	in Continuation '70	April '72	
Interim evaluation		April '72	
Final evaluation			
Pre-audit	April '71		
Interim audit		April '72	
Final audit			

Content Analysis Schedule was sent to Project, verified by Project, and returned with corrections.

FL004515

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Bilingual Education Applied Research Unit
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.a.r.
n.y.c. consortium on bilingual education

0.1 Project No. 321

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Roselin Ehrlich/M.S.Shore Date May, 1972

0.2 Name of Project St. Martin Parish Bilingual Program

0.3 Address of Project St. Martin Parish School Board

0.4 Box 23, St.Martinville, Louisiana 70582

.05 STATE 0.5 11

1-Alaska	(11-Louisiana)	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 n.a.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 n.a.

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.4 n.a.

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 0

0.3 Address of Project St. Martin Parish School Board

0.4 Box 23, St. Martinville, Louisiana 70582

.05 STATE 0.5 11

1-Alaska	(11)-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 n.a.

2.3 Prior bilingual program involved: — 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 n.a.
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 0

2.6 Concurrent program cooperating with Title VII involves: — 2.6 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: — 2.7 n.a.
1-local 4-federal (specify)
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) — 2.8 $95,250

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) — 2.9 n.a.

3.0 (1)-If a UNIVERSITY is working with the Title VII program, specify which: University of Southwestern Louisiana (in-service training) — 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
(2)-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 180
B. Second year B 219
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	...
K-Kndgtn	3

PSK 90 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	...
8-grade 8	...
9-grade 9	...

B ... TOTAL students gr. 7-9

1-grade 1	3
2-grade 2	3
3-grade 3	...
4-grade 4	...
5-grade 5	...
6-grade 6	...

A 159 TOTAL students gr. 1-6

10-grade 10	...
11-grade 11	...
12-grade 12	...

C ... TOTAL students gr. 10-12

4.3 PSK 90
A 159
B ...
C ...

4.4 (1)-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ...

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 142	II E-Dom - NEMT: ns
2. Total English Mother-Tongue		II_2 E-Dom - EMT: ns

5.0		No.	%
NE dom N-EMT	I	142	57%
E dom NEMT	II_1	ns	ns
E-Dom EMT	II_2	ns	ns
Total E-Dom II= II_1 + II_2		107	43%

I Total Non-English Dominant: 142

II Total English Dominant: 107

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	3

PSK 90 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ..... TOTAL students gr. 7-9

4.3 PSK 90
A 159
B
C

1-grade 1	3
2-grade 2	3
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 159 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ..... TOTAL students gr. 10-12

4.4 (1)-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: .....

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 142	II E-Dom - NEMT: ns
2. Total English Mother-Tongue		II_2 E-Dom - EMT: ns

I Total Non-English Dominant: 142

II Total English Dominant: 107

5.0		No.	%
NE dom N-EMT	I	142	57%
E dom NEMT	II_1	ns	ns
E-Dom EMT	II_2	ns	ns
Total E-Dom II= II_1 + II_2		107	43%

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

PROJECT SUMMARY

The purpose of this project is to improve the education of the economically disadvantaged and of linguistically and culturally different children of the two small towns of Breaux Bridge and Parks in St. Martin Parish Louisiana.

In this parish the ancestral language still survives strongly in local forms variously called Acadian, Creole, and Negro French. And there exists in French Louisiana a distinct urge to maintain the French language and heritage, as evidenced by the Council for the Development of French in Louisiana.

Recent experience and research has shown that children learn best in their mother tongue and that reading readiness develops first in a language which is controlled orally. For these reasons French will be used as the initial medium of instruction for French-dominant children, especially in such areas as French language arts (including reading and writing up to the appropriate level) and social studies, while the children learn to understand and speak English and later to read and write it. English-dominant children will naturally first learn to read and write in English while acquiring an oral command of French and later literacy in French.

A main focus of the project is to enhance the self-image of the French-speaking child through a school-wide and community-wide respect for his language. It is confidently expected that children's success in learning through their stronger language will lead them to be successful in learning through both languages, and ultimately to become fully educated bilinguals who are mutually respectful of cultural differences.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	..... %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
(D) Franco-American (Acadian French)	D	142	57 %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		142	57 %	.....

see xerox attached some N-EMT students are Black

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 ns	..... %	.....
E2 Black	E2 ns	..... %	.....
II TOTAL number of EMT students other than target population	107	43 %	.....

some Eng dom students are probably N-EMT

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 n.s.

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	French	ns	ns
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent

B1	Mexican-American	B1	.....	..... %	.....
B2	Puerto-Rican	B2	.....	..... %	.....
B3	Cuban	B3	.....	..... %	.....
B4	Other Spanish-American (specify)	B4	.....	..... %	.....
B	TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C	Portuguese-American	C	.....	..... %	.....
(D)	Franco-American (Acadian French)	D	142	57 %	.....
F	Chinese-American	F	.....	..... %	.....
G	Eskimo	G	.....	..... %	.....
H	Russian	H	.....	..... %	.....
J	Other	J	.....	..... %	.....
I	TOTAL number of N-EMT target students		142	57 %	.....

see xerox attached

some N-EMT students are Black

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	Anglo	E1	ns	..... %	.....
E2	Black	E2	ns	..... %	.....
II	TOTAL number of EMT students other than target population		107	43 %	.....

some Eng dom students are probably N-EMT

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 n.s.

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	French	ns	ns
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	107	English	43	✓			✓				
A		American Indian									
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B		Spanish									
C		Portuguese									
D	142	French	57	✓							
F		Chinese									
G		Eskimo									
H		Russian									
J		Other (spec.)									

p3a

TABLE 1

CLASSIFICATION OF STUDENTS

CLASSIFICATION	LANGUAGE DOMINANCE		
	ENGLISH	FRENCH	TOTAL
BLACK	28	81	109
NOT BLACK	89	74	163
TOTAL	117	155	272
MALE	64	77	141
FEMALE	53	78	131
TOTAL	117	155	272
EXPERIMENTAL			
KINDERGARTEN	43	36	79
FIRST GRADE	29	51	80
TOTAL	72	87	159
CONTROL			
KINDERGARTEN	28	31	59
FIRST GRADE	17	37	54
TOTAL	45	68	113

March 1, 1971

5.6 Recruitment of Students: 5.6 1

0 - not specified
(1) - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of [illegible]om pupils in project area: see Chart C 5.7 45%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 40%
B. Average family income, if mentioned pg 7 P B. $1,266 per capita
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
(1) was made	X	X
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1, 2
II 1, 2

	I N-EMT	II EMT
(1) parents	X	X
(2) children	X	X
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check) A. X parents B. X children C. teachers

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)

5.8 4

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned pg 7 P
n.s. - not specified

5.9 A. 40%
B. $1,266 per capita

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 ns

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

6.1 I 1
II 1

	I for N-EMT group	II for EMT group
(1) was made	X	X
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

6.2 I 1, 2
II 1, 2

	I N-EMT	II EMT
(1) parents	X	X
(2) children	X	X
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A X parents, B X children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A 1
B 3
C

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students	X	X
3-assessed by informal means (specify how)		
4-not mentioned how language dominance was determined		

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See Xerox 5a-b

6.5 ~~Sociolinguistic Survey~~ Parent Questionnaire includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
(1)-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0 (will be done in '72-73)
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
(3)-has been or will be assessed by method other than sociolinguistic survey (specify how) questionnaire

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned

ns how - Appendix V Pre-Audit

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified (if any information is not

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 1
(1)-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 1
(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0 (will be done in '72-73)
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 3
1-will not be assessed
2-will be assessed, method not specified
(3)-has been or will be assessed by method other than sociolinguistic survey (specify how) questionnaire

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 1
0-not mentioned
ns how - Appendix V Pre-Audit

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ___ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N= 3
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual: ....
B Total Number Bilingual: 8

Total Number of Teachers
N 8

7.1

		No.	%
I	A		
I	B	ns	
II	A		
II	B	3	37%
II$_1$	A	ns	
II$_1$	B		
	A		
	B	8	100
	N	8	

p142C

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These were classroom teachers. The program also had 3 specialist teachers of French from Ha.

5a

FRENCH SCREENING INVENTORY

Directions: On the line below each question, place the correct symbol and if possible brief comments.

SYMBOLS:

✓ If the child understands the question but does not answer verbally.

✓✓ If the child understands the question and answers in English.

✓✓✓ If the child understands the question and answers in French.

_____ If the child does not understa ne question at all.

Start off the screening by speaking to the child and to the mother; make them feel comfortable and at ease.

CHILD'S NAME_____ PARENTS NAME_____

SEX_____ M _____ F RACE _____B _____ W

Continuation 109

1. Comment ça va? (Comment to y'es aujourd'hui)

2. Est-ce que tu parles français? (Tu parles français?) (To parles français?)

3. Quel est ton nom? (Qui c'est ton nom?) (Comment yé appelle toi?)

4. Oh - mais tu as une jolie robe (une jolie chemise) (oh to gan un jolie robe (chemise)
   Qui a fait ta robe (chemise?) (Qui c'est qu à fait ta robe?)

5. Allons voir si tu peux lever ta main. Lève ta main haut!

6. Ah - bien - touche ta tête! (Montre-moi ta tête!)

7. (Use the three pictures- the dog, the horse, the cat).
   Montre-moi le chien. (Où li y'est? Quel est le chien?)

8. Et ça-qui c'est ça? (Point to another animal).

9. Tu as un petit bébé chez toi? (To gan un petit bébé chez toi?) (To gan un frère?)(To gan une soeur?)

10. Quel est son nom? (Comment to pelles li?)

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom 1 N-EMT		10

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	10	10

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II A 1	—	—
II B 1	10	100%
A		
B	10	100%
N	10	

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7.3 Language(s) used by bilingual program teachers: 7.3 1a
(Mark all that apply)

classroom teachers taught the English areas; specialist teachers the French.

1-Bilingual teachers teach in only one language

(1a)-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

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1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

N-EMT			I B	—	—
II E Dom EMT			II A	—	—
			II B	—	—
II E Dom 1 N-EMT		10	II 1 A	—	—
			II 1 B	10	100 %
			A		
			B	10	100 %
			N	10	

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A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
—	10	10

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 1d

classroom teachers taught the English areas; specialist teachers the French.

1-Bilingual teachers teach in only one language

(1a)-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

p34C

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
French	5	60	*French	10	100	French	ns	—	—
Anglo	3	40	—	—	—	p29C	—	—	—
—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—

p142C

0-not specified

*Acadian French

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 5
and % 100 of total N-EMT teachers.
Tchrs. were already at the project schools

7.6 No. 5 % 100

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
A = teachers
B = aides
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 A No. 5 % 60
B 10 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 ns

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 3,4,6
B 4,11

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___

p41-43 C

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 ns no.'s _____

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 3,4,6
B 4,11

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language	X	
4-The teaching of X as a second language	X	X
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language	X	
11-skills needed to function effectively as a paraprofessional		X

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8.2 Stated goals of teacher training are: 8.2 I 5,9,10,7,8 II 9,10,7,8

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of French-speaking children	X	
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of	X	X
8-Methods of cross-cultural teaching or teaching the bicultural component	X	X
9-Formulation of pupil performance objectives	X	X
10-Methods of evaluation of pupil performance objectives	X	X

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3,4

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

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8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: (1-yes) 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,4

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

p34C

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,2 B 1,2

	A for teachers	B for aides
0-not specified		
1-University faculty	X	X
2-project's Master Teachers	X	X
3-project's teachers		
4-other (specify)		

p42 C

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	ns	
2-bicultural	1	33
3-N-EMT (specify background)	ns	

p42 C

8.9 Training is provided: 8.9 _____
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 2

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify)

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ns
6 _____
7 _____

als for joint lesson planning: (1-yes) 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned — 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,4

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
(4)-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

p34C

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,2 B 1,2

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	X	X
2-project's Master Teachers	X	X
3-project's teachers	____	____
4-other (specify)	____	____

p42C

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	NS	
2-bicultural	1	33
3-N-EMT (specify background)	NS	____

p42C

8.9 Training is provided: — 8.9 _____
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2 B NS

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 8 % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2,6,7,3
0-not mentioned
1-to N-EMT language or dialect
(2)-to N-EMT students - expectations of achievement
(3)-to N-EMT culture

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4-prior to participation in bilingual project
5-after project training
(6)-after participation for a period of time in project

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(7)-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
(1)-team teaching
2-cluster teaching
(3)-shared resource teacher
4-other (specify) _____

10.2 Staff:
(1)-bilingual teacher
2-ESL teacher
3-bilingual coordinator
(4)-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) _____
(7) Specialist Teacher

10.1 1, 3

10.2 1, 4, 7

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1)-individually
(2)-in small groups
0-not specified

by:
(3)-teacher
4-special remedial teacher
(5)-paraprofessional
6-parent tutor
7-older student tutor
(8)-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 3, 5, 8

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOMINANT	II E DOMINANT	II_1 E DOMINANT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	X
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 2
II 2
II_1 2

P15P

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 13

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 (13)

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5,8

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	X
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 2
II 2
II$_1$ 2
P15P

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 13

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 (13)

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

=1 = Through high school
=2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
13= 14= II$_1$ 14

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X												
II E DOM			X												
II$_1$ E DOM/NEMT			X												

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I [illegible] DOM	---	---	---	X	---	---	---	---
II E-DOM - EMT	---	---	---	X	---	---	---	---
II$_1$ E-DOM/NEMT	---	---	---	X	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
II 4-6
II$_1$ 4-6

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	X	---	---	---	---	---	---	---
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	X	---	---	---	---	---	---	---

11.5 I$_2$ 5
II 5

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 5

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

see XEROX 15b-c

code: 0=not specified m=math s = science ss = social studies

A = art
L.A = language arts
P.E. = gym

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	ns	ns	A, P.E., SS, Mu, L.A.	K 40 %
1	ns	ns	A, P.E., SS, Mu, L.A.	1 40 %
2	ns	ns	A, P.E., SS Mu L.A.	2 40 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction	Total Min. per day of any	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 5 II 5

	code:	00 if no N-MT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II	N-MT							X							
I_2	N-MT/E Dom							X							

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 5

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-MT students who are N-E dominant is:

See xerox 15b-c

A = art
L.A = language arts
P.E. = gym

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-MT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MT
Pre K				Pre K
K	ns	ns	A, PE, SS, Mu, LA	K 40 %
1	ns	ns	A, PE, SS, Mu, LA	1 40 %
2	ns	ns	A, PE, SS Mu LA	2 40 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-MT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-MT, E dom students

	11.10 Min. per day of instruction through N-MT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-MT
~~Pre~~K	ns	ns	A, SS, Mu PE. LA.	~~Pre~~ K 40 %
1	ns	ns	A, SS, Mu PE. LA	1 40 %
2	ns	ns	A, SS. Mu PE. LA	2 40 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

Art, Music and Physical Education are taught in both French and English by the teachers with help of bilingual aides See xerox p. 15 c-

INSTRUCTION

Numerical class composition for the 1971-72 school year will be about the same as the initial year of program implementation. However, this year more careful consideration is being given to screening children for French dominance. For kindergarten level this screening was done at pre-registration. It is anticipated the percentage of French dominant children will go up to sixty-five or seventy per cent. Screening procedures were based on four criteria with regard to the child being presented with a series of 10 questions or statements made in French. These criteria are (1) if the child understands the question but does not answer verbally, (2) if the child understands the question and answers in English, (3) if the child understands the question and answers in French and (4) if the child does not understand the question at all. A copy of the French Screening Inventory may be found in the appendix. (See Xerox 5a-b)

This screening process was undertaken to narrow the range of entering behavior between French and English dominant children and to facilitate the introduction of standard French on a more intensive basis. In spite of this, program planners continue to envision a wide range of entering behavior within the target group. Much more emphasis will be placed on the introduction and utilization of standard French which in many cases will not be obvious to the child. This will be done to prevent the child from experiencing any shame or discomfort when communicating in his dialect. For example, when a child asks a question in his dialect, his teacher's response may be in non-technical but standard French. Staff personnel will direct their energies to making the transition from dialect to standard

French as subtle as possible. This will be accomplished by introducing less vocabulary and more sentence structure and pattern practices at each grade level. Great stress will be placed on reinforcement by specialist teachers, classroom teachers and aides. In addition to reinforcement of vocabulary and sentence structure, serious attention will be given to other areas of effective oral language such as correct pronounciation, intonation and enunciation. The following chart is illustrative of the basic process.

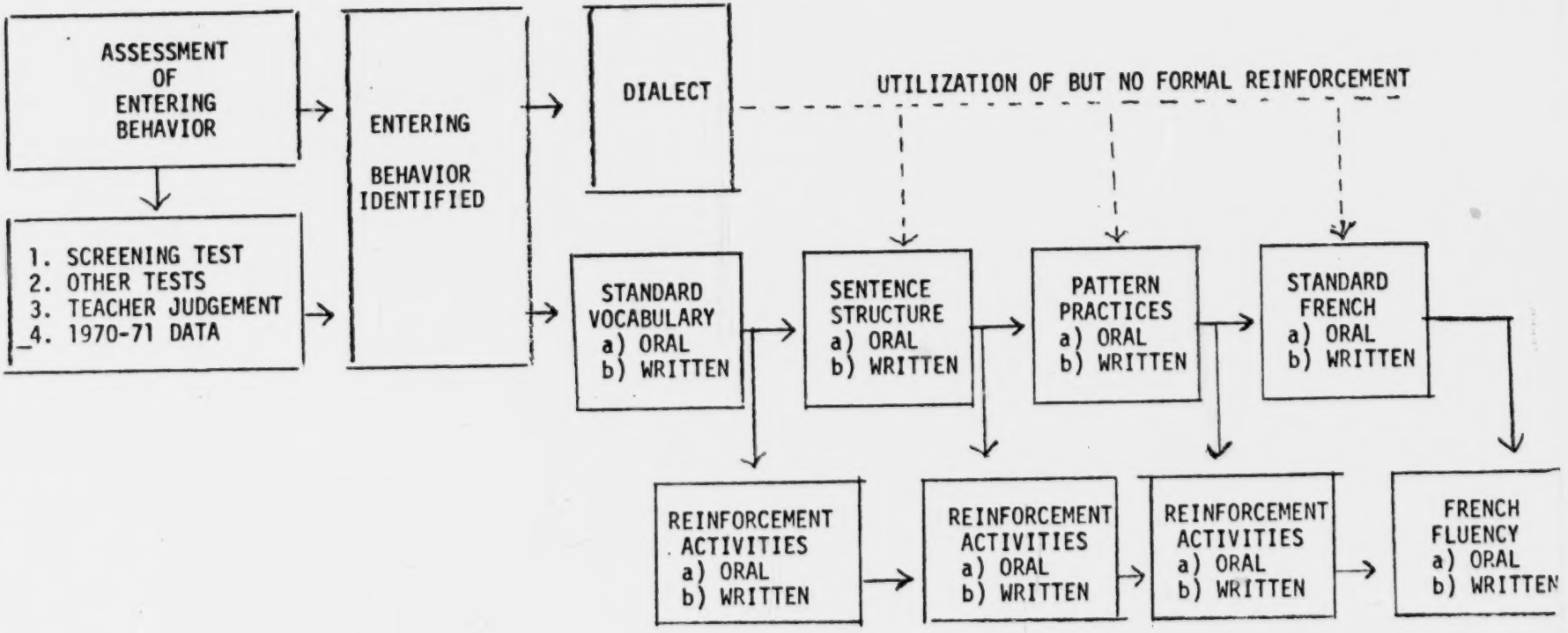
ASSESSMENT OF ENTERING BEHAVIOR
1. SCREENING TEST
2. OTHER TESTS
3. TEACHER JUDGEMENT
4. 1970-71 DATA
ENTERING BEHAVIOR IDENTIFIED
DIALECT
UTILIZATION OF BUT NO FORMAL REINFORCEMENT
STANDARD VOCABULARY a) ORAL b) WRITTEN
SENTENCE STRUCTURE a) ORAL b) WRITTEN
PATTERN PRACTICES a) ORAL b) WRITTEN
STANDARD FRENCH a) ORAL b) WRITTEN
REINFORCEMENT ACTIVITIES a) ORAL b) WRITTEN
REINFORCEMENT ACTIVITIES a) ORAL b) WRITTEN
REINFORCEMENT ACTIVITIES a) ORAL b) WRITTEN
FRENCH FLUENCY a) ORAL b) WRITTEN

Diagram illustrating utilization of dialect to functionalize standard vocabulary and sentence structure - (although dialect will be used, it will not be formally or intensively reinforced).

Project personnel are keenly aware that program duration is five years, and that at the end of that period classroom teachers should be sufficiently oriented to bilingual instruction to assume this responsibility under supervision. Therefore, extensive efforts will be concentrated during the remainder of the program on training classroom teachers and aides on the rationale, techniques and methodology of bilingual education. Through frequent inservice sessions of regular classroom teachers and guidance from the specialist teachers and associate teachers from France and the curriculum specialist, the classroom teacher will gradually and progressively take over more and more of the actual French instruction. The paraprofessional in the classroom will receive much the same training and will be a capable leader to direct the activities of children individually or in small groups to reinforce or enrich areas of instruction in standard French. After the five year period, it is the ultimate goal that the specialist teachers and curriculum specialist will, as a result of the additional training and inservice sessions for teachers and aides, do a minimum amount of teaching and function primarily in a supervisory or consultant capacity. It is a possibility that the specialist teachers may, because of regular teacher turnover, have to resort to some classroom teaching and do more in the area of training classroom teachers and aides, in addition to coordinating and supervising French instruction in the classrooms.

Specialist teachers are striving for a higher degree of correlation between regular classroom activities and bilingual activities. For example, during the 1971-72 school year classroom teachers involved with bilingual education will be requested to correlate their own units of instruction so

that they parallel each other. Bilingual specialist teachers will then correlate their French units sequentially with those of the classroom teachers. Specialist teachers will meet periodically with classroom teachers and aides to recommend ways in which standard French may be reinforced during the non-French periods of instruction as well as to provide concrete ways to enrich the standard French of those students who may be grasping it more readily. Paraprofessionals, especially will be utilized in this area. As the program progresses and the curriculum and methodology becomes more stabilized, curriculum specialist and specialist teachers will progressively devote more of their time training classroom teachers and aides in the techniques of teaching basic standard French vocabulary and sentence structure. In addition, specialist teachers will guide bilingual classroom teachers in the selection of pertinent materials for instruction in standard French.

The basic principles underlying bilingual education in this area are the development of reading skills for the linguistically and culturally different children, the enhancement of the self image of the French oriented child through a school and community wide respect for his language and the unfolding of a mutual respect for cultural differences. To accomplish this heavy emphasis will be placed on the language arts. More emphasis this year has been placed on the statemnet of specific performance objectives. Although some overlapping is expected, these have been enumerated by grade level. These objectives have been written with the idea that language is basic to the development of thought and skill learning. Careful consideration has been given to the conditions important in skill learning, namely, contiguity,

10f

practice and feedback. [A listing of the performance objectives may be found in the (attached) appendix.] Review of these will illustrate that provisions have been made to for adequate development of both cognative and affective domains.

Some of the philosophy, techniques and approaches of Dr. Roach Van Allen, noted advocate of learning to read through experience will also be utilized. Dr. Van Allen comments in his book "Concept Development of Young Children in Reading Instruction, "Children who learn to read through experience will not progress through a system of predetermined skills and materials. They must, however, develop certain fundamental concepts about themselves and reading so that they will have a framework on which to hang any skills they find functional and meaningful." Teachers in bilingual education will, therefore, begin with the thoughts of each child as the basic ingredient for development of linguistic competence in either language.

Periods of instruction will be extended at all grade levels. Since kindergarten consists of a half day program, instruction at that level will not be as intensive as at other grade levels. Because of the structional flexibility existing at the K Level Language Arts and Social Studies will be correlated. During one fifteen minute block the total class will participate in the instructional process. This will be reserved for intensive exchanges in the French language. Those children who relate better in their dialect would verbalize with the aide in the classroom to progress from dialect to utilizing standard French with some pride and confidence. At another ten minute time period, efforts will be expanded to indidualized instruction or work with such groups for either preparedness for English as a second

language or reinforcement of standard French.

Paraprofessionals in the classrooms will be highly involved in instruction at all grade levels. Aides will be utilized in the individualization, reinforcement and enrichment of instruction. Friendship groups will be flexibly arranged so that children may learn from each other as well as from the aide or teachers. The aide may act in the capacity of monitor for discussions on topics of interest, for listening and telling activities, to act as a model for story telling, to introduce sentence patterns that were not in their natural speech on entering school and various other activities which will elicit the terminal behavior stated in the performance objectives. Teachers and specialist teachers will also function in these friendship groups where the range will not be wide enough to discourage participation or stimulate false confidence. These groups will operate for short periods and will allow children to progress either in French or in English at their own rate.

Instruction in grades 1 and 2 will involve flexibility in organization. Some of the instruction will take place when the whole class is together. This arrangement would be used for activities such as reading stories and poems, children telling stories to the class, introducing words and sentence patterns, simple repetition, teaching structured song and movement patterns in games, letter formation, to find words that are alike and etc, extending experiences for storytelling through picture sets, films, filmstrips, field trips, playing rhyming games and singing songs that repeat words and word endings, planning activities of the day and others.

10h

Other instruction will involve working with a small group for such things as reinforcing readiness for English reading skills, enrichment in standard French, letting children "read" with the teacher or aide from books or charts that include their own contributions, taking dictation on chalk board to illustrate, developing awareness of correct usage through conversations about varying ways of saying the same thing, for example, a statement made in dialect may be reworded in standard French.

Individualized instruction will also take place. This will be in the areas of word pronounciation, sentence structure, furnishing additional vocabulary for those children ready to assimilate more, sitting with a distractable child to show him possibilities with materials available, diagnosing specific linguistic disabilities in speech, communication, coordination, time concepts, color recognition or keeping anecdotal records for future study and for conferences with pupils and parents.

At the second grade level, especially, attempts will be made to introduce reading in French. Since the children will have had some vocabulary, more attention will be concentrated on correct structures, sound symbol relationships and some formal reading.

Naturally, instructional pace may have to be modified to meet individual and group needs. For many of the children, English may be the language used in his home environment. However, the amount and quality of that language may be deficient to the point that during his first years at school, standard English must be taught as a second language. The same may be said for French dialect as related to standard French. To meet the instructional needs of the children and enhance self-concept instructional procedures must be

structured to encompass both.

Anecdotal records kept by specialist teachers indicate in many instances the positive value of bilingual instruction. The following are some samples collected during the first year of program operation:

"_____ is shy, immature and did not respond in English class. I began teaching French and asked him questions but he continued to be non-verbal. I asked one question in the Creole dialect and he immediately responded. He now volunteers readily and sings out in a loud voice when we sing "Dites Moi." He is also participating in English class."

"_____ is a student who has a very negative attitude toward everything. During the week I asked a question, and he was the only one who knew the answer. He even answered in a complete statement. I praised him for knowing the answer and also for answering in a complete sentence. He is now acting more maturely and his attitude is a little more positive."

" _____ is a French dominant black child wno attends school once or twice a week. He does not participate in English class because he is too far behind and never knows the answer. In French class we are talking about animals, and he is familiar with these since he lives on a farm. Therefore, he can answer many of my questions. His smile for having succeeded at something is a delight to see."

"For the past few days, I have noticed that the children are talking to me about the animals they have been studying. Some of the French dominant children are speaking more in French with me, whereas at the beginning of school they all spoke to me in English outside of class."

INSTRUCTIONAL COMPONENT: PRODUCT

GRADE TWO

A. Language Arts: French Dominant Pupils

1. The student can use complete statements in voicing thoughts orally.
2. The student is able to vary the tone of his voice in speaking.
3. The student can modulate his voice according to the text and the mood of the talk.
4. The student is able to write legibly and identify the 26 letters of the alphabet upper case and lower case (in manuscript form).
5. The student can associate consonant symbols with their sounds.
6. The student is able to spell related words by substituting beginning consonants in familiar words.
7. The student is able to articulate clearly word endings.
8. The student is able to use a wide range of descriptive words.
9. The student is able to perform simple introductions.
10. The student is able to answer the telephone correctly and take a message correctly.
11. The student can identify the interrogative, declarative, exclamatory, and imperative sentence.
12. The student demonstrates a knowledge of the marks of punctuation (by inserting the proper mark at the end of a given sentence).
13. The student can tell two or three of the most important ideas involved before relating a story.
14. The student is able to tell stories accurately and interestingly.
15. The student is able to use have not, don't have any, them, those, went, and gave in correctly phrased expressions.
16. The student is able to compose stories and poems with the aid of the teacher.
17. The student is able to determine the sequence of events when given pictures in random order and also to be able to relate the ideas presented in a story in sequence.

10K

18. The student is able to put sounds together with correct stress, rhythm, pauses, and intonation.

19. The student can read orally selected English materials with fluency, clarity, average intonation and expression.

20. The student is able to comprehend and organize selected English reading material.

21. The student is able to interpret what is read through the use of context and picture.

22. The student can use picture clues to recognize words.

23. The student can recognize words through use of context clue.

24. The student can recognize words through structural analysis.

25. The student is able to recognize words through general configuration.

26. The student is able to recognize through similarities of known word.

27. The student is able to attack new words through phonetic analysis.

28. The student is able to put a list of words in alphabetical order when all the initial letters in each word are different.

29. The student is able to spell the new words by determining spelling of a rhyming word.

30. The student is able to recognize and identify the - ed and - ing forms of a word.

31. The student can discriminate between root words and their possessive forms.

32. The student demonstrates the ability to see likenesses and difference in word forms.

33. The student demonstrates auditory perception and visual discrimination in determining beginning consonants, final consonants, rhyming words, blends, and diagraphs, long and short vowel sounds.

34. The student is able to determine if a word is a compound word and to determine the words which make it compound.

35. The student can relate in sequence the ideas presented in a story.

11.13 2

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~Pre~~K	NS	ns	PE, A, SS, Mu, LA	~~Pre~~ K 40%
1	NS	ns	PE, A, SS, Mu, LA	1 40%
2	NS	ns	PE, A, SS, Mu, LA	2 40%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.17 5

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
~~Pre~~K	NS	ns	PE, A, SS, Mu, LA	~~Pre~~ K 40%
1	NS	ns	PE, A, SS, Mu, LA	1 40%
2	NS	ns	PE, A, SS, Mu, LA	2 40%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2a

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-Inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills	X	X	p3 App. A Eval. Oes.
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—	—	
3-a specified period of time after listening-speaking skills in dominant language taught	—	—	

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

(1)-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.1 IB 1
IIB 1

p3 App. A Eval. Oes.

13.2 ALM sequence followed:

(1)-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.2 IA 1
IB 1
IIA 1
IIB 1

13.3 Listening-speaking proficiency determined by:

(1)-measure of listening-speaking proficiency	X	X	X	X
2-informal assessment by teacher	—	—	—	—

Language Dominance Test

13.3 IA 1
IB 1
IIA 1
IIB 1

13.4 Second language reading skills are learned:

1-concurrently with learning to read in dominant language		—		
(2)-after a specified level of dominant language reading competence achievement		X		X
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—
4-before learning to read in dominant language		—		—

13.4 IB 2
IIB 2

p17 P

P12 a

13.1

4. He will volunteer responses in class readily, and will do so in his dominant language.

5. When participating in group activities he will voluntarily select a partner, doing so at times without restricting his choices to pupils of the same dominant language.

6. He will attend school regularly with comparatively few absences other than those associated with physical illness or reasons of a similar degree of validity.

II. INSTRUCTIONAL COMPONENT: PROCESS

A. Language Arts

1. On the basis of the Language Dominance Test, the teacher will classify each pupil as either French dominant or English dominant.

2. The teacher will plan and direct activities and display materials related to the language taught.

3. The teacher will teach English as a second language (oral) and French reading readiness to French dominant pupils, and French as a second language (oral) and English reading readiness to English dominant children.

B. Other Instructional Areas

1. The teacher will teach social studies and music units in French.

2. The teacher will provide instruction in other academic areas in English (for example, mathematics, science, art, and physical education).

3. The teacher will build, administer, score, and interpret appropriate unit tests in French.

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1
1	X	ns	X	ns	IB ns
2					IIA 1
3					IIB ns
13.6 Reading readiness is determined by: 1-test of reading readiness	X	X	X	X	13.6 IA 1
2-informal teacher assessment					IB 1
					IIA 1
					IIB +
13.7 Grade level reading is expected: 1-in first grade					13.7 IA ns
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

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13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB ns

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as		

p15 P

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

				13.6
X	X	X	X	IA 1
—	—	—	—	IB 1
				IIA 1
				IIB 1

p61C

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

				13.7
—	—	—	—	IA ns
—	—	—	—	IB
—	—	—	—	IIA
—	—	—	—	IIB
—	—	—	—	
—	—	—	—	
—	—	—	—	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB ns

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	—	—
(4)-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

p15P

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I: Non Eng. dom. students — A -in dom. lang.	I: B 2nd lang.	II: Eng. dom. students — A Eng.	II: B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1 IB 1 IIA 1 IIB 1

See XEROX 10 a

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

See XEROX 14 a-c and 15a

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA X	IB X	IIA X	IIB X
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

Michigan Oral Language Series p21 C

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA ns IIA ns

(Please indicate [ ] on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	X	X
2-dialog memorization		
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	X	X
9-realia, graphic displays	X	X
10-records, tapes		

aiming toward child's eventual control of the standard form. X X X X

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

See XEROX 14 a-c and 15a

Reading Materials are: (mark all that apply)

(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) Michigan Oral Language Series

16.1 IA X IB X II X IIB X p21 C

2-Basal readers — — — —

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) — — — —

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA ns II ns

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
(1)-pattern drills	X	X
2-dialog memorization	—	—
(3)-choral repetition	X	X
(4)-songs	X	X
(5)-programmed instruction	X	X
(6)-stories read to children	X	X
AUDIO VISUAL AIDES		
(7)-films, filmstrips	X	X
(8)-flannel or magnetic boards	X	X
9-realia, graphic displays	—	—
(10)-records, tapes	X	X
(11)-listening centers	X	X
12-multi-media approach	—	—
Experiential:		
(13)-role playing	X	X
(14)-puppetry	X	X
(15)-experience charts	X	X
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
(20)-field trips	X	X
21-suggested TV programs	—	—
22-other (specify)	—	—

14a

materials a 16.1 16.5

Woodland Animals, Transportation, The School, Insects, Community Helpers, Zoo Animals and Numbers. These will, of course, be adapted to grade levels.

Supplementary reading material and filmstrips in French are being added to the school libraries having bilingual programs. Slides are being developed on the local level to correlate with new units being taught. Narration will be done in French. English narrated films are being adapted in French to correlate with units of instruction. Some under consideration are "Taking Care of Myself," "Beginning Responsibility," "People's Things," "Your Family," "Cajuns on the Bayou," "Nursery Rhymes." For further development of oral fluency some films and filmstrips will be used with English narration deleted. Children will be requested to provide the word or concept represented on the screen in French.

Use will be made of some commercial publications for adaptation and development but geared to lower levels. The McGraw-Hill publication Learning Time With Language Experience for Young Children and The Teacher's Publication Corporation Handbook of Kindergarten Activities will be explored for ideas for instruction in both English and French. Other commercial publications being used for adaptation are En Avant, Let's Speak French I and Introducing French. Commercial poems and short simple stories will also be considered for adaptation.

In the area of the psychomotor domain songs, games, dances, fingerplays, puppets and pantomines will be used. Many songs and games of the early Acadian era or which are Cajun oriented will be introduced to the children in both standard French and the dialect.

'71-72 Continuation

Some locally prepared reading material will be available for the more advanced students in standard French. Some of the LEIR approaches referred to in the instructional component will be used with the group. For example, the students will develop their own stories from pictures. These stories will be dictated and recorded on experience charts which in turn the children will learn to read. A similar plan will be used for those students speaking sub standard English or being non-fluent in that language. Materials will be developed resembling those found in English Step By Step and Beginning Lessons In English. The selections will be used to best advantage for developing English language skills to listen, to speak, to read and to write. Skill reinforcement will play a major role in both plans.

Since young children's language-learning occurs in the progression of listening, speaking, reading and writing, developing the child's "ear" for language (whatever the language) is a most important factor in this language-learning. Since "reading" comes third in the learning continuum for language, it seems rational to assume that the degree to which proficiency is attained in performing the listening and speaking skills will have effects on the attainment of reading skills. Particularly important for speakers of non-standard English and French dialect is a concentration of efforts at improving their abilities to hear and reproduce needed sounds accurately. He must be trained to listen for differences in sounds, understand what he hears and reproduce the sounds he hears orally and correctly.

For these reasons listening centers will be established in the classrooms. One of the major aids here will be the Language Master Reader. This will provide reinforcement materials for the less advanced pupils in

14c

French; enrichment for the more advanced student. It may be used also to reinforce non-standard English by providing pattern drills and other aides. The listening centers will be equipped for the skill progressions of listening, recognizing sounds, understanding placement, using senses, scrutinizing detail, comparing, classifying, understanding changes in time, recognizing sequence, recognizing cause and effect, predicting outcomes and sharing feelings. The centers will be strong working, activity centered areas with special emphasis on using audio visual aides to develop fluency in both languages.

In conclusion, there is increasing evidence that learning a foreign language has a positive transfer effect upon the mother tongue (English) and enables the child to understand his mother tongue better. Mildred Donoghue, who has received all of the current experiments and research, sums it up in her book Foreign Languages and the Elementary School Child with this remark, "With an international enrollment of millions, foreign language in the elementary schools is no longer a fad or a frill for a few, but a mater-of-fact addition to the elementary curriculum with respectability and status of its own."

16.4 The sources of Non-English materials and textbooks are: 16.4 2,3,9,11
(mark all that apply)
0-not specified
1-are written by native speakers of that language
(2)-commercially prepared and published in countries where N-E is the native language (Canada)
(3)-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjunction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
(8)-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
(11)-are coordinated with materials used in the regular subject curriculum
12-other (specify)

p21 C
see xerox 15a

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document p21 C 74a-c
see xerox 15a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
(3)-mixed for some academic subject learning
(4)-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LMT students)

p15 P

17.2 Students are grouped for language instruction: 17.2 1 A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	✓	
2-small groups (specify size)		
3-individual instruction		

p15 P

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
(3)-by dominant language	X	X	X
(4)-by language proficiency			

17.3 3,4

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document p21 S 74a-c
See xerox 15a

17.0 STUDENT GROUPING

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Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

p15P

17.2 Students are grouped for language instruction: 17.2 1 A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	✓	
2-small groups (specify size)		
3-individual instruction		

p15P

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language	X	X	X
4-by language proficiency (ex. level of reading skill)	X	X	X
n.a. not applicable (no E.dom/NEMT)			

17.3 3,4

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

p15a

Specific materials

Question 16.5

Materials under consideration for the first year are:

Grade K - French language arts for French-dominant:

To be selected from French and French-Canadian materials, e.g. series produced by the Centre de Psychologie et de Pédagogie in Montreal.

French language arts for English dominant:

Bon jour, Line; En avant; Frère Jacques; Parlons français

English language arts for French dominant:

Michigan Oral Language Series, English Guide-Kindergarten; Harper and Row, The Linguistic Readers (later; perhaps for grade 1)

English language arts for English dominant:

State adoptions

Social Studies for all:

Cultural units locally under development for primary grades.

Other:

State adoptions.

Grade 1 - For 1970-1971 only, there will be considerable if not complete overlap with K selections in language arts and social studies, with the possibility of a different rate of progress. Other subjects will have different materials at the two levels according to State recommendations.

17.0

5. Project Components

a. Instructional Program

The average class will contain about thirty children. It is planned that sectionizing will be accomplished without reference to linguistic dominance. English-dominant and French-dominant children are expected to be in about equal numbers in each classroom, with each linguistic group being racially mixed. Within each class, the linguistic variable will serve as the basis of grouping for instructional purposes during specified parts of the day. The program plan for kindergarten (one-half day), follows:

Instructional Area	French-Dominant Children	English-Dominant Children	All Together
Eng. Reading Readiness		X	
Eng. as 2nd Lang. (Oral)	X		
French Reading Readiness	X		
Fr. as 2nd Lang. (Oral)		X	
Social Studies			X (Biling.-Bicult.)
Music			X (Biling.-Bicult.)
Mathematics			X (Eng.)
Science			X (Eng.)
Art			X (Eng.)
Physical Education			X (Eng.)

At the kindergarten level, curricular areas are of course not discrete, and insofar as possible those subjects which are listed as given to the entire group in English only will be dealt with in a

bilingual-bicultural way. Thus for example Social Studies will overlap Music and Physical Education in the use of both French and English in songs and games representative of the two heritages. The art, music and Physical Education helping teachers are bilingual and will compliment the teachers in these areas.

Beginning in 1971-1972, in grade 1 the program will continue the same pattern as that used in kindergarten, except in language arts. At this point is believed that each sub-set of children, whle continuing the oral study of their second language, can initiate reading readiness in that language as well. This is based on the assumption that reading readiness and possibly reading itself was begun in the dominant tongue at grade K. Language arts for grade 1 therfore will be for 1971-1972 and thereafter:

Instructional Area	French Dominant	English Dominant	All Together All Together
English Reading Readiness	X		
English Reading		X	
English as 2nd Lang.	X		
French Reading Readiness		X	
French REading	X		
French as 2nd Lang. (Oral)		X	

During this initial year, the children in grade 1 will not have had a bilingual instructional program at K. Their language arts program would therefore follow a pattern along these lines:

Area	French Dominant	English Dominant
Eng. Readiness & Reading		X
Eng. as 2nd Lang. (Oral)	X	
French Readiness & Reading	X	
French as 2nd Lang. (Oral)		X

As will be noted, the grade 1 plan is quite similar for this year only to that proposed for K, except that faster progress in readiness and reading in the dominant language is expected of each group.

As the program develops, it is hoped that community support and staffing capabilities will permit an expansion of the use of French, for both groups, into additional subject areas.

Staffing will be accomplished through the use of teams of three: one full-time teacher per class (all those hired by local funds for the project so far are local persons who are thoroughly conversant with at least one local dialect of French, as well as fully competent in English); one full-time aide from the community, whose dominant language is local French; and one third-time teacher assistant per class who is a native of France (these assistants will arrive in October, after the pattern of acceptance and use of both English and oral local French has been established); one third-time French specialist teacher from Louisiana. It is planned that the head teacher will have overall responsibility, and also immediate responsibility for the teaching of all English language arts, wheather dominant or second.

18.3 Parent tutoring: (mark all that apply) 18.3 5,7

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
(5)-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
(7)-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,8,10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
(10)-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,3,4
0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction

(7) materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,8,10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
(10)-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

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(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 n.a.
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM

21.0 1, 2, 3, 4, 5, 7, 10, 12

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1 p1 C

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

"A large percentage of these same (French-speaking) children are notoriously non-verbal in either language and enter school with an extremely negative self-image. In a traditional classroom with standardized texts and procedures, these children tend to underachieve, experience failure frequently and eventually fail to establish good, wholesome peer relationships, in spite of possessing the intellectual capacity to do otherwise"

23.0 BICULTURAL COMPONENT

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1 p1 C

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0-none mentioned

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23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 6, 5
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

17 a

Question 21.0

PERSONAL - SOCIAL ADJUSTMENT

Objectives

Objective 27. Student shares songs, games, dances typical to his cultural.

Objective 28. Student volunteers to interpret comments made in his language to other children who do not understand (Happens during informal activities).

Objective 29. Student participates voluntarily in group activities such as games and dances.

Objective 30. Student volunteers responses in class readily and will do so in his dominant language.

Objective 31. When participating in group activities student will voluntarily select a partner, doing so at times without restricting his choice to pupils of the same dominant language.

Objective 32. Student will attend school regularly with comparatively few absences other than those associated with physical illness or reasons of a similar degree of validity.

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2, 3, 1, 5
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)-Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
(5)-A specific culture only e.g. one Indian tribe: Acadian-French
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1, 3
0-group not specified
(1)-project children

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2,3,1,5
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)-Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
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1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,3
0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 1,3
0-group not specified
(1)-project children
2-adults of the project community
(3)-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 3, 6, 9, 11, 4

0-method not specified
no-no provision for informing community
(1) a bilingual newsletter
2-a monolingual newsletter
(3) news sent to mass media.
(4) if articles included with project, check 4 -Eval. Design
5-bilingual fliers sent home
(6) formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
(9) home visits
10-other (specify)
(11) project director personally involved in program dissemination. specify how

ns

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2, 3, 8

0-type not specified
no-not sought
1-existing community groups working with program
(2) bilingual questionnaires
(3) community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
(8) project director personally seeks involvement of community in program. specify how: ns

p51-4 C

24.5 The school keeps informed about community interests, events and problems through: 24.5 2, 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
(2) community representatives to the school
(3) bilingual questionnaire sent to the home
(4) home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 1, 2

0-not mentioned
no-school is not open to community for community use
(1) opening school facilities to the community at large for use

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

NS

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2, 3, 8

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how: NS

p51-4 C

24.5 The school keeps informed about community interests, events and problems through: 24.5 2, 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 1, 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 3, 4 6

1-newspaper articles - included in Eval. Design
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's impact: 25.2 2,3 3 for 72-73

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program

(2)-Project mentions other schools in the local educational system have started bilingual programs : Parents requested it p4C

(3)-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 3,4 pg 8C

0-not mentioned
1-published measures
(2)-staff developed measures
3-staff translations of published measures
(4)-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
(3)-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
(3)-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE see XEROX 21—

27.1 0-not specified 27.1 1
(1)-A comparison group has been chosen p63C
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4,6,8
1-Pre-tests have been given to project group or sample
(2)- " will be " "
3-Post-tests have been given to project group or sample
(4)- " will be " "
5-Pre-tests have been given to comparison group
(6)- " will be " "
7-Post-tests have been given to comparison group
(8)- " will be " "

p68C

General Statement of Objectives

The evaluation activities will focus on four areas of concern:

1) the learner;
2) teachers and aides;
3) the parents; and
4) classroom materials and equipment.

The design is conceived in such a way as to provide information data for short term use, as well as longitudinally, and was written in light of the goals enumerated in Section IV of this proposal.

Briefly, the evaluation activities will be described for each of the focal points mentioned above.

The Learner

A selected commercial test of achievement will be used to provide an independent measure of pupil development toward objectives of a broad, comprehensive nature (general educational development).

Other commercial or Southwest Educational Development Laboratory-developed tests will be used to determine prior knowledge, in terms of learning objectives, possessed by the pupils at the time they enter the program. These instruments would be of a more specific nature and would include a language measure (e.g., The Auditory Test of Language) -- to obtain an indication of the child's auditory knowledge of language. A specific language test will also be used to determine the dominant language of individual pupils (possibly the Early Childhood Conceptual Development Test). A mental maturity measure will be given so that the variable of intelligence may be controlled for interpreting and analyzing the data from other instruments (see the description of SEDL Data Analysis Procedures).

The Tentative Pupil Data Gathering schedule is depicted below.

Kindergarten

*Instrument	Approximate Administration Dates		
	September	Dec. - Feb.	May
Auditory Test of Language	X		
Short Test of Educational Ability		X	
Metropolitan Reading Test			X
Early Childhood Conceptual Development Test	X		

First Grade

*Instrument	Approximate Administration Dates		
	September	Dec. - Feb.	May
Auditory Test of Language	X		
Short Test of Educational Ability		X	
Metropolitan Reading Test			X
Stanford Achievement Test			X
Early Childhood Conceptual Development Test	X		

Teachers and Teacher Aides

The primary aim in this focal area is to help the teachers and teacher aides identify and measure specific performance objectives. A seminar and training session will be held early in the school year to develop these capabilities.

Demographic information will be obtained from teachers, teacher aides, and administrators for use in describing and analyzing the school.

The Tentative Data Gathering Schedule for School Personnel is:

*Instrument	Approximate Date of Administration		
	September	Dec. - Feb.	May
Seminar - Training session on Performance Objectives	X		
Teacher Demographic Questionnaire	X		
Principal Demographic Questionnaire	X		

* These specific instruments may or may not be the ones actually utilized. However, the tests used will be representative of the concepts contained within those enumerated.

The Parent

A Parent Demographic and Attitude Questionnaire will be developed so as to determine degrees of awareness of the program and attitudes toward it. The questionnaire will be given the second half of the school year.

Classroom Materials and Equipment

The Research and Evaluation Division will assist the local district in developing a "formative evaluation system" for the systematic collection and analysis of feedback information from students, teachers, and program originator-observers. The major purpose would be to enable the district to have the capability to assess the extent to which it is achieving stated objectives and to identify and define needed revisions and modifications of materials. These activities would be consistent with and be supported by those of the September seminar on performance objectives.

SWRL Data Collection Procedures for Evaluation Design Implementation

The Laboratory distributes at least one week in advance of the scheduled dates for administration each test instrument or other instrument which is to be administered at the school test site. The materials are shipped to a designated Site Evaluation Coordinator who has been given training in the administration of the instruments or who has been instructed sufficiently that he can explain to teachers, or others, the procedures to be followed in administering the instruments.

The Site Evaluation Coordinator is responsible to the Laboratory's Field Operations Branch (of the Research and Evaluation Division) for the receipt, administration, and proper return of all the instruments. Depending upon the particulars of the contract with the school site, the Coordinator

is an employee of the Field Operations Branch or of the local school district, but in either case he is responsible in respect to these activities to the Field Operations Branch and must be a person who meets the qualifications set by the Research and Evaluation Division. In general, this means he must hold a graduate degree in education, educational psychology, psychology, or related fields and must have at least one graduate level course in testing.

Upon return of the instruments to the Field Operations Branch, they are reviewed for completeness and apparent proper handling and then forwarded in a complete batch for the site to the Data Processing Branch where they are transformed by scoring and other procedures into computer-compatible data and processed in accordance with prescribed analysis programs. Information on results are furnished to the sites.

The Site Evaluation Coordinator also reports from time to time on teacher progress in respect to the program materials and on other problems or situations which may be helpful in Laboratory monitoring of site progress. In addition, he assists in preparation of the evaluation reports for the site by submitting background information relating to local use of the program.

As suggested by his relationship with the Field Operations Branch, the work of the Site Evaluation Coordinator is monitored by the field Operations Branch. Within the headquarters staff of the Branch a specialist for the program works with a limited number of sites to insure that testing and other data collection procedures are accomplished in accordance with the evaluation design schedule for that site.

SEDL Data Analysis Procedures for Evaluation Design Implementation

Upon receipt of administered tests and other instruments, their review in the Field Operations Branch as previously mentioned, and their transmission

to the Data Processing Branch, the instruments are there processed in accordance with a previously prescribed analysis design.

Test results are then processed along with demographic data concerning each pupil to produce educational statistical tables for each pupil in respect to each test. Such items as means and standard deviations also are produced by class for each instrument. In addition, in subsequent years, regression techniques will be used to predict annual achievement scores for each pupil when various groupings are made, covarying on the basis of pretest scores on a mental measurement or developmental level tests. In effect, these analyses are used to determine that the program effects are, or are not, uniform across all mental levels of pupils in the program when pupils are compared in accordance with various measures such as education of parents, sex, status, and numerous other variables including variations in performance levels on other test instruments. The computer programs provide information as to the statistical significance of the results obtained.

SEDL Evaluation Reporting Procedures

Reporting of evaluation results is, in general, based on the contract terms regarding reporting. In general, the Laboratory prepares a formal written report at the end of the contract or at the end of each school year.

The report typically includes a description of the program including the rationale for the program and the objectives for the program. The questions to be answered, or the hypotheses to be tested, are stated. In a subsequent section the pupils in the test population (and any comparison population) are described in demographic terms and in terms of test results at entry to the experimental or comparison program. The teaching staff is

described in terms of its preparation and certification status, its ratio in respect to pupils, and selected demographic data. The test site is described. The evaluation design, including the instruments used and the nature of the questions to be answered by the design are again stated. Finally, the results obtained by the application of the evaluation design are then reported. An abstract is provided for each such report.

Although the report is prepared in the Research and Evaluation Division, it is reviewed by the Learning System Director. It is then edited by the Information and Publications Branch in the Planning Division of SEDL.

This formal report is submitted to the SEDL Learning System Director and to the funding agency. In addition, copies are submitted to key people at each test site.

In addition to this formal report, information is reported at intervals back to the testing site on test results which may be of help to site personnel in working with the children. Information is regularly reported to the Learning System Director as soon as test results, interview schedule analyses, or other data analyses have been completed at each data collection period during the school year. These results permit the Learning System Director, or the director's staff, to make any adjustments in the learning system or to intensify or redirect staff development activities in accordance with the indications from the results.

LANGUAGE ABILITY MEASURES

*Auditory Test of Language (Carrow) (To be administered by SEDL Specialist)

This instrument is designed to measure the child's aural language comprehension without requiring an oral language expression from the child. The test consists of a set of picture plates, each of which contains three black and white line drawings. The pictures represent referential categories and contrasts that can be signaled by form classes and function words, morphological constructions, grammatical categories, and syntactic structures. The instructions provide that the words used in testing the linguistic structure be used first as separate items so that failure on subsequent items can be clearly distinguished as stemming from lack of knowledge of lexical items or from lack of knowledge of grammatical form.

The test is designed for use with children of ages three through five and also for children of ages six and seven. It is administered separately to each child, with the test administrator providing the oral stimulus on each test item.

Where the children to be tested are from Mexican American families, the test is usually administered to one-half of the test population in English and to the other half of the test population in Spanish. At particular sites this may be varied to select a sample of pupils who will be tested in both languages. For age three children the "pretest" is given in Spanish at the time they enter the preschool program. Several months later, just before instruction is begun in English, they are "pretested" in English. At the end of their school year they are "posttested" in both English and Spanish. Four-year- and five-year-old children are given pretest and posttest in both languages.

*This instrument may be adapted for use with French-speaking children.

Where the children to be tested are not native Spanish-speakers, all testing is done with the English versions only.

Purpose in Using the Auditory Test -- To obtain a measure of the child's auditory knowledge of language as indicated by his ability to answer correctly to language stimuli by correctly identifying pictures, where the stimulus is provided in two languages for the Mexican American child or in English only for the Negro American or Anglo American child with no other language but English.

STAFF DEVELOPMENT MEASURES

Demographic Questionnaire for Campus Administrators (DQCA)
Principal's Demographic Questionnaire (PDQ) (Self-administered by Principal Administrator)

The DQCA is a more elaborate version of the PDQ with a number of omissions and some additions, developed for direct transcription of information to punched cards. Generally, it conforms in types of information sought and in purpose to the DQCP. It will only rarely, if ever, be useful for tests of statistical significance. It may, however, be quite useful in providing clues as to pupil achievement, or failure to achieve, on particular campuses; and it may be even more useful in predicting teacher participation in and enthusiasm for SEDL learning systems.

Demographic Questionnaire for Classroom Personnel (DQCP)
Teacher Demographic Questionnaire (TDQ) (Self-administered by Teacher)

The DQCP suggested for use in lieu of the TDQ seeks to obtain information about the teacher's school assignment and teaching qualification and teaching history. It seeks also information concerning the teacher's training, especially in respect to work with disadvantaged children. Several questions near the end of the questionnaire seek information concerning the

family status of the teacher. The form, as indicated by its changed title, relates to all classroom personnel including all levels of teachers and teaching aides used in the learning system.

The form is, of course, self-administered. It is designed for rapid transformation of the information into coded data on punched cards so that summary information can be maintained on each classroom person and by use of the classification codes any relationships between any of these factors and pupil performance can be determined by regression analyses.

In general, the number of teachers at a single site will be too small for firm determinations to be made regarding the significance of any of the ranges on any variable for which information has been collected. However, meaningful comparisons will be possible between teacher and aide training, experience, and other data for the descriptive sections of each Site Evaluation Report. In addition, at sites with extensive programs it will be possible to make statistical comparisons relating to some of the more common variables. Between sites, the number of classroom personnel should be large enough to make comparisons on a number of the variables included in the DQCP.

Usually the DQCP will be administered only once each year and persons completing the form for the second time will be asked to furnish only information which has changed from the previous report. For this purpose, the previous form will normally be provided to the teacher to assist in determining which items of information no longer apply.

Purpose in Using the DQCP — To permit the testing of effects of various factors in the classroom personnel's background on pupil achievement.

Short Test of Educational Ability (STEA) (To be admin. by Classroom Teacher)

The Short Test of Educational Ability (STEA) published by Science Research Associates may be used in conjunction with the SRA Achievement

Series to provide test information for pupils below the usual public school grade levels. The STEA is provided in five levels:

K-Grade 1: Level 1
Grades 2-3: Level 2
Grades 4-6: Level 3
Grades 7-8: Level 4
Grades 9-12: Level 5

The STEA is designed to provide a short and reasonably reliable estimate of educational ability, expressed as an I.Q. score. It is designed to avoid reliance on achievement of concepts and skills acquired at school or at home. The test batteries are available in machine-scoreable test booklets, and the batteries are group administered. It is available in both English and Spanish versions, and the Spanish versions are available in several dialects (Southwestern, Cuban, and Puerto Rican). *

The availability of the test in both English and Spanish makes it particularly useful to the Laboratory. SEDL procedure is to have the teacher, using Level 1, to read each item in one language and then in the other when administering the test to Mexican American pupils. This procedure eliminates any disadvantage from language comprehension and permits a more accurate determination of the child's intelligence level. For other pupils the test is administered in English only.

Subtests for the five batteries are indicated in the following tabulation.

Composition of Batteries by Test Level

General Trait or Ability	K-1 Level 1	2-3 Level 2	4-6 Level 3	7-8 Level 4	9-12 Level 5	Remarks or Explanations
Cause and Effect Situations	x					"What would happen if...How would you...
Simple Problem Solving Situations	x					
Spatial Relations	x	x		Manipulation of simple shapes		
Verbal Meaning (pictorial)		x	x*	x*	x*	*Vocab. items
Number Series (No. manip.)		x		x		
Arith. Reasoning			x	x	x	
Letter Series					x	Manip. of letters
Symbol Manipulation					x	Manip. algebraic symbols
Time Minutes	30	30	30	30	30	

Scores are provided as raw scores, intelligence quotients, percentiles, stanines, and, for Levels 1 and 2 only, Mental Ages.

* These instruments could possibly be modified

Stanford Achievement Test (To be administered by Classroom Teacher)

The Stanford Achievement Test is a series of six different batteries of tests, each battery applying to a particular level. Primary I applies to Grades 1.2 to 2.5; Primary 2 to Grades 2.5 to 3.9; Intermediate I to Grades 4 to 5.5; Intermediate 2 to Grades 5.5 to 6.9; Advanced, Grades 7 to 9; and High School, Grades 9 to 12. All levels are group administered.

The batteries are based on a core curriculum: spelling, language, arithmetic, reading, and similar skills, varied by level of test to include more sophisticated materials. Science and social studies are introduced early and continue through the high school level, and at the high school level the battery (complete) includes humanities and arts, business and economics, and technical comprehension. A detailed breakdown of the subtests at each level is given in the table below which shows the subtests used in the partial batteries and in the total (or complete) batteries at the two intermediate and higher levels. (PB and TB.)

Batteries of Subtests for the Different Level SATs

Subtest Title	Primary		Intermediate				Advanced		High School	
	1	2	1PB	1TB	2PB	2TB	PB	Total	PB	Total B.
Word Reading	x									
Word Meaning		x	x	x	x	x				
Paragraph Meaning	x	x	x	x	x	x	x	x		
Vocabulary	x									
Spelling	x	x	x	x	x	x	x	x	x	x
Workstudy Skill	x	x	x	x						
Arithmetic	x									
Arith. Computation		x	x	x	x	x	x	x		
Arith. Concepts		x	x	x	x	x	x	x		
Arith. Applications			x	x	x	x	x	x		
Mathematics									x	x
Num. Competence									x	x
Language		x	x	x	x	x	x	x		
English									x	x
Reading									x	x
Science		x		x		x		x	x	x
Social Studies		x		x		x		x	x	x
Arts & Hamanities										x
Business & Economics										x
Technical Comprehension										x

Subtest Title (Cont.)	Primary		Intermediate				Advanced		High School	
	1	2	1PB	1TB	2PB	2TB	PB	Total	PB	Total B.
Time allowance (Minutes)	127-160	185-235	201-261		192-267		178-255		320-440	
Number of Sessions Recommended	5	7	5	6	5	7	4	6	3	4
Arrangement of Test Booklet (Number of pages in the Single Booklet)	12	16	23	31	22	31	20	32		

For the two Primary level tests answers are recorded in the test booklets. Scoring is by hand. For the higher level tests either hand or machine scoring may be used. Scoring is, of course, by the Data Processing Division, Research and Evaluation Division, of the Laboratory. Subscores are derived for each test in the battery, or batteries, used for the particular Laboratory learning system.

For each battery, or level, and its subtests norms have been provided by grade, age, percentile, and stanine. The grade scores are readily converted to grade equivalents simply by inserting a decimal before the last digit of the grade scores. (A grade of 85 becomes a grade equivalent of 8.5, or the equivalent of 8 and one-half years of schooling for the subtest.) The grade score standard error of measurement, generally, is within four grade points, or 0.4 grade equivalents. Thus, the odds are about two to one that for a grade of 85, the true score of the pupil is between 81 and 89, or his grade equivalent is between 8.1 and 8.9. For the advanced battery the standard error is about 9 to 11 grade points, and for the high school the error is about 2 to 3 grade points.

The SAT is the result of a very comprehensive testing and validation program. The criticism that it stresses factual knowledge and recall, as compared to application, is perhaps the most frequent complaint made of the test. It tends apparently to reflect the more modern curriculum of the higher grades somewhat better than that of the lower grades. Nevertheless, is breadth and the applicability of its approach to a vast majority of the nation's schools make this a highly useful test.

Purpose in Using the Stanford Achievement Test (SAT) — Because of the wide coverage of the various batteries of the Stanford and because of the inclusiveness of the curriculum tested by the SAT, the test permits a determination of the comparative beginning level of experimental pupils and comparison pupils for any grade level of interest and a measure of the gain achieved by the experimental and comparison pupils for any given period of time — a school year, or more, or less. The grade equivalency scores permit adjustments based on the particular months, in a particular grade, of pupils tested at different times during the year so that grade placement discrepancies of pupils of divergent background, divergent pretest scores, divergent treatment programs, or other differences can be compared as to gain or loss in grade equivalency.

The test is useful to the Laboratory in determining the extent, if any, to which its experimental pupils started with a handicap, lost or gained ground in respect to that handicap, or lost or gained in respect to any comparison group, including the national populations on which the test batteries were normed.